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Public Information Office: +93 (0)70-234-236 x4454

E-mail: kabulusaidinformation@usaid.gov

<http://afghanistan.usaid.gov>

FACT SHEET

Partnership for Advancing Community Based Education in Afghanistan (PACE-A) -- Emergency Community Based Education (ECBE) Initiative

OVERVIEW

The Ministry of Education (MoE) in Afghanistan has made impressive progress since 2002, yet children in many parts of the country still do not have access to education services. Insecurity remains an obstacle to the government's efforts to establish more primary schools in many areas. Populations of internally displaced people and returnees are particularly vulnerable, often living in camps with few or no government services.

Emergency Community Based Education (ECBE), implemented through USAID's Partnership for Advancing Community Education in Afghanistan (PACE-A) project, is a response to a request for assistance from the MoE to ensure that the right to education of displaced populations and those threatened by displacement be respected and protected. ECBE is a one-year, \$5 million initiative. Active community involvement in education is a critical component of ECBE. In addition to providing teacher training, PACE-A helps establish local School Management Committees (SMC), which are tasked with providing space, recruiting a teacher, monitoring student and teacher attendance, etc. SMCs receive training in school management and conflict resolution skills, as well as on-the-job training to help them mobilize parents and the community at large to support education. The ECBE initiative operates in Kandahar, Hilmand, Uruzgan, Nangarhar, Logar, Ghazni, Khost, Paktya, and Wardak provinces.

CURRENT ACTIVITIES

- Conduct rapid needs assessment to determine the extent of the displaced population, census of eligible children, educational needs, suitable venues for classes, and availability of teachers
- Assist the target communities in providing appropriate temporary or permanent infrastructure for use by the ECBE, such as clean drinking water, sanitation, clean schools, latrines, furniture, etc.
- Mobilize targeted community to form SMCs within camp community to lead and manage the ECBE
- Provide support to SMC to identify/recruit and train teachers, encourage and enroll students in ECBE activities, including psychosocial support to children, recreational and educational activities
- Initiate and support the operations of emergency community-based classes, supply textbooks and learning/teaching materials

ACCOMPLISHMENTS

- Established 636 fully operational primary grade classes across 29 districts in nine provinces
- Enrolled 19,550 students (44 percent female) in primary-grade ECBE classes
- Recruited 638 teachers; all teachers have received at least one training module, and 78 percent of teachers have received at least two training modules
- Constructed 151 latrines and 35 bore wells for safe sanitation
- Mobilized 413 SMCs (22 percent female)